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ABSTRACT

An experienced third-grade teacher at an elementary school whose students were predominantly Hispanic designed and implemented a practicum in her class of academically above-average students with a low level of verbal participation in class. The target group of 25 students was involved in social studies, science, and expressive language activities designed to increase verbal participation and strengthen self-concept. The target group also engaged in weekly self-concept activities with the school counselor. Comparison of pre- and post-intervention data indicated that the average verbal participation increased to a level above that desired. Students achieved a moderately strong self-concept. Included in the report is a teachers' handbook for help in increasing verbal participation and strengthening self-concept through teaching across the curriculum. The handbook addresses the problem of low verbal participation and its relationship to self-concept, guides identification efforts, and offers learning activities and measures for gathering student performance data. Bibliographic citations, some of which are annotated, are followed by appendices containing instruments, student data, an analysis of progress, student worksheets, and a teacher handbook. (RH)

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INCREASING VERBAL PARTICIPATION AND SELF-CONCEPT THROUGH TEACHING ACROSS THE CURRICULUM

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by

Linda A. Wolfe

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A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Linda Wolfe

Abstract

Increasing Verbal Participation and Self-Concept through Teaching Across the Curriculum.
Wolfe, Linda A., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Communication Skills/Elementary Education/ Verbal Communication/Communication Disorders/Nonverbal Communication/Hispanic American/Expressive Language/ Self-Esteem/Communication Apprehension/Participation

The high percentage of students lacking verbal participation and experiencing a low self-concept in an above achieving third grade class was addressed by the implementation of teaching strategies across the curriculum. The target group of 25 students were involved in social studies, science, and expressive language activities that were designed to increase verbal participation and self-concept. In addition, the target group engaged in weekly self-concept activities with the school counselor. The comparison of The Student Tally of Participation prior to and after implementation shows the average verbal participation measuring at 60 percent which was four percent above the goal of 56 percent with a 32 percent increase of participation. The comparison of the Self-Concept Checklist shows that the target group answered with positive responses in a range of 48 percent - 96 percent prior to implementation and a range of 64 percent - 100 percent after implementation which is four percent higher than the goal. The results of the Self-Perception Inventory Test also indicate that the students achieved a moderate self-concept. Appendices include instruments, student data, an analysis of progress, student worksheets, and a teacher handbook.

CHAPTER I

Purpose

The setting of this practicum was in a kindergarten through fourth grade elementary school where the school enrollment far exceeded the school's capacity during the 1989-90 school year. The total enrollment was 1,725 students which was 860 (99 percent) beyond capacity. The faculty consisted of 91 teachers. This over-populated situation resulted in adding 19 portables to the site and using the art, music and Spanish classrooms for regular classroom teaching. Most kindergarten and first grade classrooms and four second grade classrooms had double enrollment, resulting in classroom sizes of 55-60 students with two full time teachers in a room designed for 30-35 students and one teacher. The facility was very well equipped with a television and a computer in almost every classroom. However, the cafeteria was small and there was no indoor auditorium for meetings or assemblies.

The school population was predominantly Hispanic. The 1987-88 School Report showed 88 percent Hispanic, 2 percent Black, 9 percent White non Hispanic, and 1 per cent Asian/American Indian. The students or the students' parents in this writer's third grade class were from

Cuba, Nicaragua, Columbia, Puerto Rico, Venezuela, Santo Domingo, Guatemala, Pakistan, Uruguay, Ecuador, Australia and the United States. Twenty students out of the 25 learned English as a second language.

This class was involved in the TEAM Program, Teaching Enrichment Activities to Minorities. Creating equal access for all ethnic groups to gifted programs was a concern to the school district because minority students were being referred for testing less frequently. TEAM is aimed at giving high achieving minority students experience in the areas that had been keeping them from scoring the 130 on the WISC-R that is needed to qualify for the gifted program. The three areas of concentration for TEAM are language development, visual-motor performance and higher level thinking skills.

The writer has a Bachelor's degree in Education from the University of Florida and a Master's degree in Social Work from Barry University. This was the writer's tenth year teaching elementary school having taught grades 1, 2, 3, 4, 6, and kindergarten. This was the fourth year teaching third grade in the current setting where the past three years have been spent teaching the third grade TEAM Program. The writer's responsiblities include teaching reading, spelling, expressive language, English, handwriting,

mathematics, science, social studies, and health.

The school was situated in a large multi-ethnic, multi-racial metropolitan area in the southeastern portion of the United States. It was in a quickly growing, densely populated area where the predominant language is Spanish. Only six students (24 percent) from this writer's class spoke any English at home.

In 15 cases (60 percent) both parents were employed and the children were supervised by another adult after school. Ten students (40 percent) reported being home unsupervised after school until 5:00-6:00 p.m. The socio-economic level was low-middle to middle class with the parents engaging in various occupations. Some of the parents held college level degrees in other countries which were not recognized in the United States, resulting in lesser status positions than in their homeland. For the most part, the parents were supportive and nurturing of their children and most took an active interest in their children's education.

In this writer's class of above average achieving students, the problem of a lack of verbal participation existed. This problem emanated from a combination of circumstances. Classrooms were overcrowded with an average of

55 students in the kindergarten through second grades. A lack of confidence and self-esteem existed due to the many cultural differences and varying customs of the students. Finally, a lack of proficiency in the English language added to the problem of not responding verbally or by giving short responses.

The problem of nonverbal participation was observed in varying degrees. A systematic count of verbal participation was kept for five days in September 1989 with a sampling of 17 students. The tally measured verbal participation in the following ways: voluntary hand raising to answer questions, voluntary contribution to discussions, voluntary participation in small group activities and volunteering to come before the entire class for an activity. The conclusion of the tally revealed that the average class participation was 38 percent. The range of participation was from 0 percent to 70 percent. The ideal participation for this group would be in the range of 60 percent to 100 percent.

A questionnaire was given to the class to determine their feelings and attitudes concerning participation in class. Seven students (28 percent) said that they would never share thoughts or opinions in a small groups, and eight students (32 percent) said that they would never tell what they were thinking during a total group discussion.

Thirteen students (52 percent) reported that if they knew an answer to a question they would either never or sometimes answer. Fourteen students (56 percent) said that they would rather be a listener than a verbal participant.

A Self-Concept Inventory consisting of 10 first person declarative statements was given to the class. The response requirement was that the student circled either "yes", indicating that the statement described the way they felt about themselves, or "no", that the statement did not describe the way they felt about themselves. It was significant that only 13 students (52 percent) felt that they were important people and that 12 students (48 percent) felt as though people liked to hear what they had to say. This indicated that their self-concept needed strengthening.

The following are the second grade stanines given in May 1988 of the students in the target group in grade three in 1989. This data clearly showed that there was a discrepancy existing between the students' high ability and low verbalization. In reading, 60 percent scored in the high range with stanines of seven, eight, and nine. In mathematics, 88 percent scored in the high range with stanines of seven, eight, and nine.

Table 1

Second Grade Stanines

Student	Reading	Mathematics
A	9	9
B	4	7
C	6	9
D	7	7
E	7	7
F	5	9
G	8	8
H	5	8
I	5	5
J	6	8
K	9	9
L	8	5
M	4	7
N	6	8
O	8	8
P	9	8
Q	8	7
R	8	7

Table 1 (continued)

Student	Reading	Mathematics
S	7	7
T	6	8
U	6	9
V	9	8
W	7	9
X	8	4
Y	9	7

This data is of particular significance due to the objective of the TEAM Program to identify potentially gifted students. Qualifications of the gifted program require students to have good verbal abilities and have good use of vocabulary as well as being high achievers. This problem, then, of lack of verbal skills would hinder some potential candidates for the gifted program.

The following were the objectives for this practicum:

1. After participating in a specialized program for a period of 10 weeks, the students in the target group will increase their verbal participation from 28 percent to 56 percent as measured by a systematic tally

of participation prior to and at the end of implementation.

2. After participating in a specialized program for a period of 10 weeks, the students in the target group will increase positive responses concerning self-concept from a range of 48 percent - 96 percent, to 60 percent - 100 percent as measured by the Self-Concept Checklist administered prior to and at the end of implementation. The Self-Perception Inventory Test will also be used as an indicator for the level of self-concept.

The writer's goal of doubling student verbal responses from 28 percent to 56 percent and increasing positive self-concept responses by 25 percent was felt to be a reasonable expectation due to the time frame and the potential of the target group.

The Self-Perception Inventory (SPI) was chosen as a measurement of self-concept because it is a reliable and valid psychological test for grades 1-12. The SPI is designed not only to measure the self-concept, but also the subjects' perception of how significant others perceive the student.

CHAPTER II

Research and Solution Strategy

Education and psychologists are beginning to see the importance of dealing with passivity and non- verbal behavior as a behavior problem. Non verbal students are often overlooked in the classroom. Unlike aggressive, antisocial students who cannot be ignored, passive students are shy, fearful, and unobtrusive. Students may have a shattered ego or a broken sense of self and may not ask questions, resist making choices, have poor eye contact and may not be good risk takers. Some students will mistrust their own judgement and feel uncomfortable giving opinions, making choices, or describing how they are reasoning or solving problems (Kay, 1986).

A non-verbal student may be experiencing oral communication apprehension. A potential difficulty for the communicatively apprehensive individual that has received limited research attention, and yet, one that is evident to classroom instructors is apprehension about class participation. Despite an apparently small body of research findings, several studies offer evidence that classroom apprehension is a concern to at least some students (Neer, 1987).

Prusank (1987) implemented a study examining the relationship between communication apprehension and academic achievement among elementary school students. Results suggest that a language skills deficit may be contributing to communication apprehension and also suggests that teachers learn to identify students with this problem and adopt strategies that encourage the student to participate in class.

When this writer approached other teachers about the problem of non-verbal participation, the writer found that most often the teacher thought of the non-verbal student as the "good" student because the child caused no overt problems. As long as the student was producing classwork and homework, doing well on tests and was very quiet, the teacher did not recognize that the student had a problem.

Sincoff and Sternberg (1988) state that observations of students in school settings have highlighted the importance of verbal production abilities for academic and social success. Verbal abilities have been approached traditionally as an index of creativity or as a factor of intelligence. Therefore, verbal ability is a crucial academic skill.

As learners describe and elaborate answers, language is enhanced. This is particularly important for students with limited English proficiency or those from families in which language interaction occurs in a non standard or dialect form. Without specific attention to language development, such learners may be penalized in academic tasks or on standardized assessments since the answers are seldom elaborate. Potential is frequently underestimated when short responses are provided or answers are given in dialect form on formal intelligence assessments (Rito and Moller, 1989).

For people to be accomplished, they need a positive self-concept and confidence in their abilities. A good self-concept is also the foundation of a good and happy life. Self-concept includes all the beliefs an individual holds concerning what kind of person one is or thinks one is. People's self-concepts are continually being modified to fit in with the opinions and judgments of significant others. A person is in the continual process of self-evaluation and will experience self-esteem when one behaves as one thinks one should. Therefore, a person starts to behave with consistency in order to maintain one's present beliefs about one's own personality (Babladelis, 1984).

Kelly (1989) states that students who are reticent communicators will benefit from classroom language learning environments that immerse the students in talk and provide frequent opportunities to use talk for a variety of purposes in a variety of conversational settings. The teachers must provide opportunities to interact and use language to learn. Encouraging students to learn from one another and encouraging students to share special interests invites talking and promotes sharing.

One strategy for sharing special interests is Show-and-Tell. Oken-Wright (1988) reports this activity provides a forum for expressive and receptive language development and is a window into children's feelings and thoughts. The student uses a variety of skills during Show-and-Tell and must recall actions, organize ideas into sequence, and communicate as clearly as possible.

Talking before a group requires taking a risk. A shy student or one who has been discouraged from expressing oneself can find that risk not worth taking (Honig, 1982). To make the risk easier, encourage the student to talk privately first and record ideas on paper. This can later be read to the class and the student can answer questions. The teacher should be removed more and more from the interaction until the student starts to share

with the group spontaneously (Oken-Wright, 1988).

Another strategy to increase verbal participation is to increase the wait time for a response. The literature on classroom language indicates that teachers often wait less than one second to respond to questions. Increasing wait time to at least three to five seconds can have the effect of significantly increasing student language and participation. The listening teacher is probably the most important factor in setting an environment for talk. Students learn that contributions are valued, and this causes increased effective language use (Honea, 1982).

An appropriate instructional strategy to engage passive learners to participate is to use cooperative and collaborative activities where the students need to talk to each other in order to accomplish an objective (Commis, 1989). Students are placed in groups of four or five to complete brief class objectives. Instructors emphasize that remaining quiet deprives the group of the ideas of those who do not speak and the entire group loses out. The teacher stresses that the advantages to having people work in groups is that there are more ideas generated which will not occur if members withhold their ideas and opinions (Kelly, 1989).

Cassanova (1988) suggests increasing the use of open-ended questions and small discussion groups to raise verbal abilities in the classroom. Higher level open-ended questions promote longer responses and more communication. Blooms' higher level questioning of synthesis, analysis and evaluation can be used.

Drama can infuse the classroom with language as it is a powerful learning experience. Drama motivates and promotes language development as well as cognitive development. Activities such as play with puppets, guessing games, charades, and short plays provide opportunities for students to practice and perfect their oral skills (Fiala, 1979).

Since a good self-concept is the building block of verbal participation, strategies must be employed to develop a strong self-concept. There are many good strategies to help raise a student's self-concept.

Storytelling is a strategy that can build self confidence and good communication skills. It is a non-threatening activity where the student learns to look into the eyes of the audience, use voice expressions and good posture when speaking. The student also learns vocal projection while speaking. This is a time when a student can practice communication skills without thinking

about what needs to be said. There is no risk taking of giving wrong information so the student has the opportunity to gain confidence while speaking (Schwartz, 1987).

There are many activities and games students can enjoy which will provide students with personal affirmation in order to develop a strong self-concept. The class can make a collage about themselves and put it on display, write an autobiography, make silhouettes of themselves and write greeting cards with compliments to each other. To aid the students in self-esteem, the teacher can have students find information, tell the students when a good job has been completed, encourage and praise the students for participating in class, and put the students work on display. The students need to be encouraged to believe in their abilities and talents (Cliff, 1982).

Boundary breaking is also a useful tool to develop a healthy self-concept. This is a process of group interaction directed at creating a sense of community within a given group. The students sit in a circle and a series of meaningful questions are presented to the participants with the purpose of discovering and accepting each other (Cliff, 1982).

A non-threatening environment is most important to developing a good self-concept. Deferring judgment

in the classroom is a technique that can produce risk taking and a sense of security within the classroom. Additionally, evaluation without grades can give support and opportunities to develop skills without the anxiety of risk of failure (Cliff, 1982).

A way of developing positive self-images in culturally different children is to introduce and share home traditions and customs with the class. Songs, dances and masks can draw students into role playing. Teachers with the help of parents can initiate meaningful experiences with various cultures to help them appreciate the differences and similarities among people. Through such meaningful experiences students will acquire pride in their own cultures which will help develop self-esteem (Lewis and Marigold, 1981).

Strategy Decision

The solution strategies used in this practicum were a synthesis of strategy solutions from both the self-concept and language skills areas. Three subjects that this writer teaches, social studies, expressive language, and science, were chosen as a means for strengthening the self-concept and increasing verbal participation. This was implemented while using the local school districts' balanced curriculum for grade three and using the time

regularly allotted for this curricula. The program designed for this practicum was accordingly integrated into the students' weekly lessons for these subjects. The school counselor, who visited each week for 30 minutes, collaborated with the writer to create ten discussion sessions directed to the enhancement of the students' self-concept.

CHAPTER III

Methodology

In order to increase the level of self-concept and verbal participation, four structured activities were implemented each week through teaching across the curriculum. The areas were in social studies, science expressive language, and a large discussion group facilitated by the school counselor. Activities bagan in November 1989 and continued for 10 weeks.

In addition to these activities, teacher strategies of deferred judgment, increased waiting time for responses, creating a warm and accepting environment, and praise where indicated were implemented. Higher level and open-ended questions were used. The following are examples: Describe... Compare... Explain why... In your own words, tell... What caused... How will this affect... Suggest ways to ... Why is... Give some examples of... What would happen if... Is it accurate. Why... Why is it important... What are the chances that... How many ways can you think of to...

In the areas of social studies, a 10 week, long term project was assigned. The project was broken down to weekly 45 minute sessions covering a different sub-topic

each week. The purpose of this project was to instill pride, to build the self-concept by feeling important through learning about one's heritage, and to have many and varied opportunities to participate in practicing verbal abilities.

The second area of implementation was in science. Each week for 45 minutes, groups of five students conducted a science experiment. The same or different students were assigned to a group each week, but in a different role. There were five different role assignments.

The leader (A) received instructions from the teacher, organized the group, and answered questions for the group. The materials coordinator(B) read the materials list with instructions,passed materials to the group, and arranged materials according to instructions. The scribe (C) took notes and reported results to the class. The hypothesis coordinator (D) was responsible for stating a hypothesis to the group after group discussion. The conclusion coordinator (E) was responsible for stating the conclusion of the experiment after group discussion.

The purpose of the science groups was to promote communication skills and to provide the students with many opportunities to verbalize by being in a small group. Also, the self-concept was strengthened due to gaining

confidence by being in a leadership role.

The third area of implementation was in expressive language. Varied expressive language activities were implemented each week for 45 minutes. The purpose was to encourage and increase verbal participation through varied and high interest activities, and to build the self-concept as confidence rises from increased participation. Additionally, these activities were designed to facilitate good communication by teaching speech clarity, appropriate pitch and rhythm, correctly pronouncing words, correct volume, body posture and eye contact.

The fourth area was in the form of discussion groups facilitated by the school counselor concerning the affective domain. A 30 minute total class discussion was conducted weekly on topics concerning the self-concept. The purpose was to raise issues and to strengthen feelings about self, family,friends and goals. It provided a format for practicing good communication skills and also provided an opportunity for verbal participation.

Table 2

Ten Week Implementation Chart

	Social Studies	Science	Expressive Language	Counselor
Week 1	oral report on birth country	assigned roles for small groups to be rotated weekly	show and tell	Feeling Special About Myself
Week 2	draw flag and display	"	boundary breaking	My Strengths and Weaknesses - Accepting Myself
Week 3	compare country of birth to United States	"	storytelling in large group	Liking My Appearance - Accepting Myself
Week 4	food sharing party	"	storytelling in small group	Feeling Good About My Family
Week 5	share costumes, songs and articles	"	individual storytelling	Feeling Good About My Friends
Week 6	identify and explain what country you would like to visit	"	debate	Brothers and Sisters

Table 2 (continued)

	Social Studies	Science	Expressive Language	Counselor
Week 7	create a skit or puppet show in groups of 5	assigned roles for small groups to be rotated weekly	interview	How Can I Be the Best Me
Week 8	"	"	choral speaking and songs	Communicating Feelings
Week 9	perform skit or puppet show	"	poetry recitations	What Does Feeling Happy Really Mean?
Week 10	"	"	dramatizing a story	All People (cultures and ethnic groups) Have Common Feelings, Desires and Goals

The social studies, science, expressive language and counseling activities on the Implementation Chart are described below.

During the first week the students' birth countries were identified and a research report was assigned. Each student gave a short report to the class for social studies.

The science experiment was to determine how matter can change and the group was assigned: A-leader, B-materials coordinator, C-scribe, D-hypothesis coordinator, E-conclusion coordinator. The expressive language activity was Show and Tell where the class sat in a large circle and informally told about an item of interest. The counselor's topic for discussion was Feeling Special About Myself.

During the second week for social studies each student drew their birth country's flag including their name and the name of the country. The flags were put on display around a world map. The science experiment that was implemented was to determine how a pulley could be used to do work and the group assignments were rotated. The expressive language activity was boundary breaking where the class sat in a circle and took turns answering questions for the purpose of getting to know each other better. The topic for weekly discussion was My Strengths and Weaknesses - Accepting Myself.

During the third week of implementation each student located the birth country on the map and connected a string from the flag to the country. Each child named the city, country and continent of birth and compared it to Miami. The science experiment was to determine how the pitch

of a straw flute could be changed, and the group assignments were rotated. The expressive language activity was large group storytelling while sitting in a circle and taking turns making up stories round robin style. The stories were tape recorded for listening and evaluation. The topic for weekly discussion was Liking My Appearance - Accepting Myself.

For the fourth week, the students brought food from the country they were studying and shared it during a tasting party. The food was named and the ingredients were described. The science experiment was how water moves soil and the goup assignments were rotated. The students participated in small group storytelling in groups of five taking turns making up parts of a story. The counselor's discussion was Feeling Good About My Family.

During the fifth week the students dressed in costume, sang a song or brought articles of interest to share about the country of birth. The science experiment that was implemented was to determine if sunlight warms land faster than water and the group was rotated. Volunteers told or read a familiar story with expression to the class for individual storytelling. The discussion for the week was Feeling Good About My Friends.

For week six in social studies the students told where they would like to visit and why and gave facts and information about that country in order to give reasons for the choice. The science experiment was to determine how much water there is in some foods and the assignments were rotated. The expressive language activity was a debate on whether or not animals should be used for medical research, and the weekly discussion was Brothers and Sisters.

During week seven the students formed four groups and worked on creating a skit or puppet show. The theme was meeting and making friends from around the world, learning about each other and sharing cultures. The science group assignments were rotated and the experiment was to determine if matter takes up space. For expressive language, the students interviewed each other after having read biographies of famous people. They worked in pairs, taking turns being a reporter and a famous person. The counselor's discussion was How Can I Be the Best Me?

During week eight the students continued to make group plans for the skit or puppet show and worked on costumes, puppets, or scripts. The science groups were rotated and the experiment was to determine if a balloon could do work. For expressive language, the class

performed choral readings and songs, and the weekly topic for discussion was Communicating Feelings.

For week nine, two groups performed skits or puppet shows for social studies. The science experiment was to determine what happens when a plant wilts and the assignments were rotated. The expressive language activity was poetry recitations where the students read a variety of poems silently and chose one to read to the class. Music was used for the background and props were made to help dramatize the poem. The counselor's topic for discussion was What Does Feeling Happy Really Mean?

During the tenth week the last two groups performed social studies skits or puppet shows. The science assignments were rotated and the experiment was to determine if plants put water back in the air. The writer read a story to the class that the students dramatized for expressive language, and the weekly topic for discussion was All People Have Common Feelings, Desires, and Goals.

Thus, a wide variety of topics and methods were used in this curriculum design to strengthen the self-concept and give many opportunities for verbal participation. The students gained proficiency in these needed areas by having self-concept and verbal participation goals incorporated into their daily curriculum.

CHAPTER IV

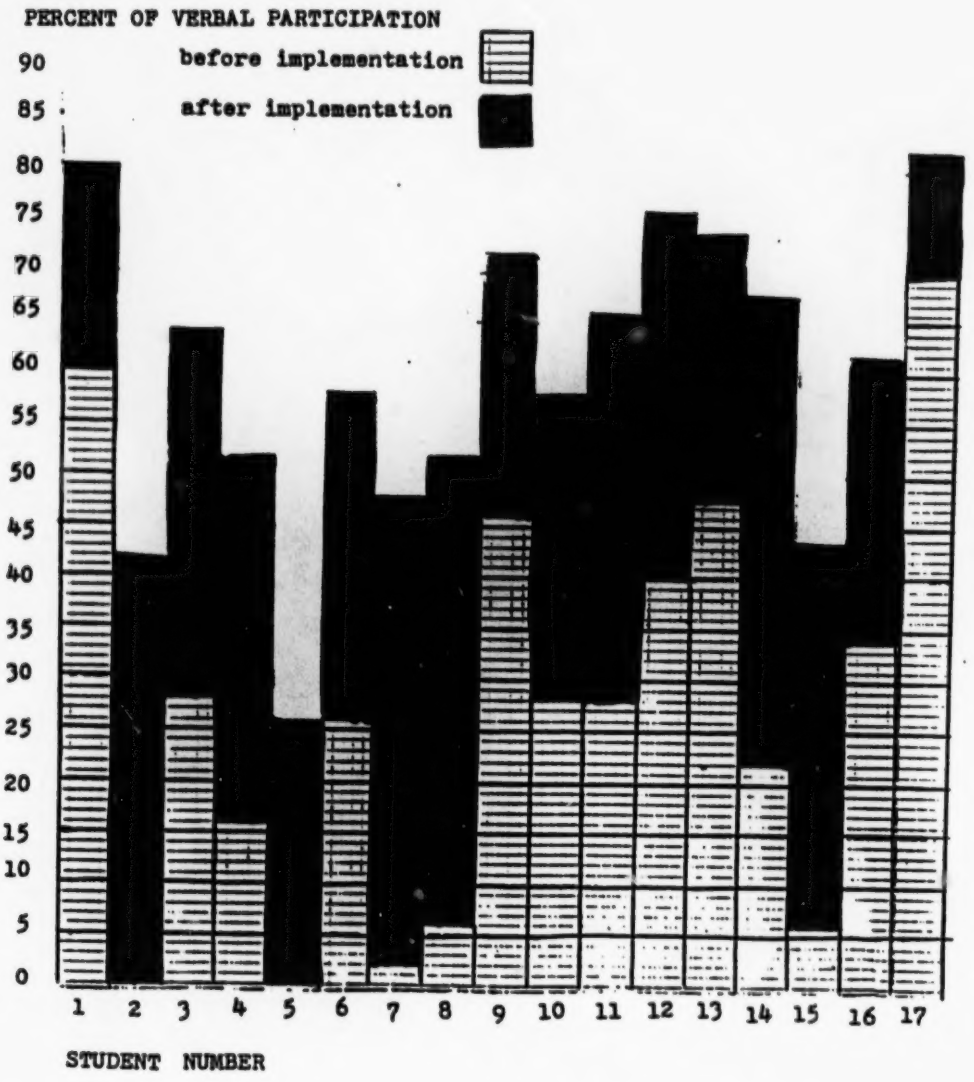
Results

Before implementation, the writer did a systematic tally of verbal participation over a five day period and found the students in the target group averaged verbal participation 28 percent of the time. After 10 weeks of implementing a specialized program, the average verbal participation measured 60 percent which was four percent above the goal of 56 percent with a 32 percent increase of participation.

The following graph shows the percentages of each of the samplings of 17 students' verbal participation both prior to and after implementation.

Figure 1

Percent of Verbal Participation



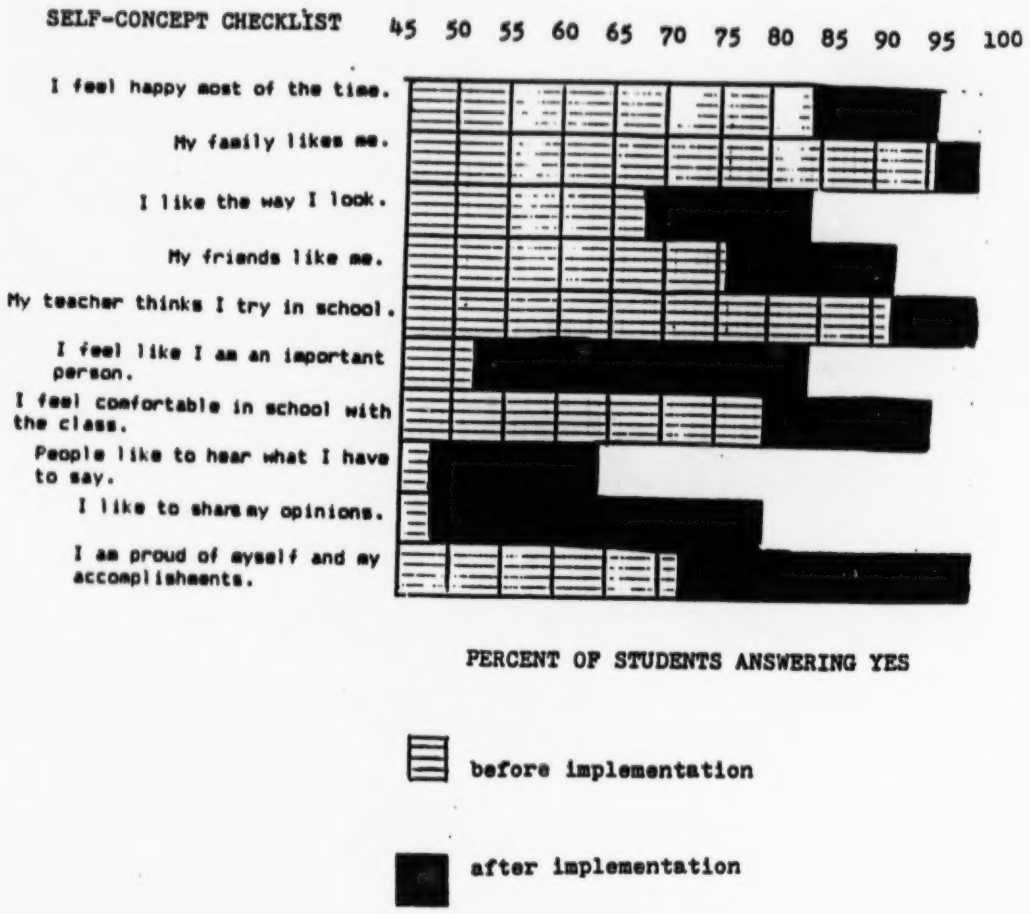
Before implementation, the writer administered a Self-Concept Checklist to establish the students' strengths and weaknesses in the area of self-concept. The students in the target group answered with positive responses in a range of 48 percent - 96 percent before implementation. After 10 weeks in a specialized program, the students in the target group answered with positive responses in a range of 64 percent - 100 percent which is four percent higher than the goal.

The following is a graph which includes each item on the Self-Concept Checklist and the percentages of positive student responses both before and after implementation.

Figure 2

Percent of Students Answering Yes

on the Self-Concept Checklist


SELF-CONCEPT CHECKLIST
45 50 55 60 65 70 75 80 85 90 95 100
I feel happy most of the time.
My family likes me.
I like the way I look.
My friends like me.
My teacher thinks I try in school.
I feel like I am an important person.
I feel comfortable in school with the class.
People like to hear what I have to say.
I like to share my opinions.
I am proud of myself and my accomplishments.
PERCENT OF STUDENTS ANSWERING YES
before implementation
after implementation

The reaction sheet was administered after five weeks of implementation to monitor improvement in attitudes. Students exibited an awareness of personal strengths and weaknesses in response to the question "What was the major thing you learned about yourself this month?" The students also exibited the motivation to improve by answering "What decision will you make to improve yourself or your circumstances?"

The Self - Perception Inventory Test (SPI) was administered after implementation to establish the level of self-concept. The purpose of the SPI is to describe the present affective dimension of children in regard to themselves and provides a measure of needs and assessment.

The mean stanine on the results of the SPI was 5. Scores falling between the fourth and sixth stanine indicate moderate perceptions. According to Soars Test Manual 1985, a moderate self-concept shows that the individual or group sees the self as generally positive. One person may view oneself positively or positively in most traits but having a few negative traits. The following table indicates the composit responses of the target group.

Table 3

Composit Responses of the Self-Perception Inventory Test

(1)	I am masculine.	11	1	2	11	I am feminine.	(1)
(2)	I don't mind changes.	13	4	4	4	I don't like things to change.	(2)
(3)	I stick up for my rights.	23	1	1	0	I give up easily.	(3)
(4)	I think of others.	19	3	1	2	I think only of myself.	(4)
(5)	I do well in school work.	17	6	2	0	I do poorly in school work.	(5)
(6)	I am relaxed.	14	6	1	4	I am nervous.	(6)
(7)	I think before I do anything.	19	4	0	2	I do things without thinking.	(7)
(8)	I stand on my own two feet.	21	4	0	0	I go along with the gang.	(8)
(9)	I am a happy person.	18	5	1	1	I am not a happy person.	(9)
(10)	I can wait for things.	15	7	0	3	I want things right away.	(10)
(11)	I am sure of myself.	18	5	1	1	I am not sure of myself.	(11)
(12)	I make friends easily.	20	3	2	0	I do not make friends easily.	(12)
(13)	I like people as they are.	18	3	2	2	I find fault with people.	(13)
(14)	I can take it when people say bad things to me.	10	1	2	12	I am easily hurt when people say bad things to me.	(14)
(15)	I trust people.	13	7	3	2	I don't trust people.	(15)
(16)	I am satisfied with myself.	16	6	1	2	I feel sorry for myself.	(16)
(17)	I am kind to people.	15	9	1	0	I hurt people.	(17)
(18)	I am not afraid of things.	6	10	7	2	I am afraid of things.	(18)
(19)	I like to work with others.	19	2	3	1	I don't like to work with others.	(19)
(20)	I'm somebody.	17	5	1	2	I'm nobody.	(20)

CHAPTER V

Recommendations

Because of the success of the program, the writer plans to continue using the practicum strategies in the curriculum. Small groups, involuntary participation through assigning jobs or roles, continued verbal practice through expressive language, and activities to enhance the self-concept will be a part of lesson planning.

In order to share this information with other teachers, a handbook was prepared which explains why a lack of verbal participation and a low self-concept is a problem, how to identify the problem, and activities and suggestions for improving the problem. The handbook included an annotated bibliography and the appendices from the practicum report.

By building the self-concept which increased verbal participation and verbal abilities, one of the students in this writer's class has become eligible for the gifted program and six more students have been referred for testing for the gifted program. The students have also improved attitudes, conduct, and grades, and have developed

a cooperative learning style. The class is now better equipped to interact with peers within and out of the school environment.

One student, who scored only six percent on the initial tally of participation, read a self-written speech about Jose Marti on the public address system for the entire school with clarity and expression.

The following newspaper article appeared in El Herald January 26, 1990. The students in this writer's class were interviewed about their heritage and the importance of Jose Marti, A Cuban patriarch. This writer was quoted as saying that it is important for the students to know about their heritage so that they will feel proud of their roots and about themselves. The successful goals of this practicum, self-concept and verbal participation, are richly displayed in this picture and in the interviews the reporter conducted with the students.

Linda Wolfe con sus alumnos en la primaria Ben Sheppard.

DEZSO SZURI / El Nuevo Herald

Alumnos reviven figura de Martí

Por LIZETTE M. MUÑIZ
Redactora de El Nuevo Herald

Soy José Martí y nací en 1853. ¿Sabía usted que mi apodo era apóstol? Crecí para ser un hombre que escribía. Escribí bellos poemas y luché por la libertad". Así personificó Tatiana Maldonado, de 9 años, al prócer cubano. Ella y otros pequeños biógrafos del condado de Dade se dieron a la misma tarea esta semana para celebrar el natalicio de Martí, que se cumple el 28 de enero.

La celebración, a cargo de estudiantes de Hialeah, incluye, además de la redacción de composiciones, fiestas, entrega de canastillas y lectura de poemas.

Se encuentran toda clase de versiones épicas sobre la vida de Martí.

Los alumnos de tercer grado de la escuela primaria Ben Sheppard escribieron sus versiones en primera persona, mezclando datos concretos de la vida del prócer con elementos de su imaginación.

La inexperiencia militar de Martí se refleja en algunas de las biografías: "Nosotros no usamos revólveres, bombas ni cuchillos para pelear. Nosotros peleamos con las manos y cuando peleé me mataron en 1895", escribió Nancy Figueroa, de 8 años.

Michael Risco, también de 8 años, escribió: "Navegué de nuevo a Cuba en 1895. Alrededor de media hora después que llegué me dispararon".

La maestra Linda Wolfe dijo que estos ejercicios para conocer a Martí eran importantes porque "es su herencia, el pasado de los niños. Los hace sentirse orgullosos de sí mismos, cuando se sienten orgullosos de sus raíces".

Eric Rodríguez, de 9 años, explicó muy serio que Martí "reunió un montón de personas para que lo ayudaran a pelear con España para que ellos pudieran tener paz y no tuvieran que seguir las reglas españolas. Navegó de vuelta a Cuba y cuando estaba navegando hacia Cuba le dieron un tiro durante la guerra".

Martí, poeta, abogado y maestro, murió en combate el 19 de mayo de 1895 en Dos Ríos, en la antigua provincia de Oriente.

PETER PORTILLA / El Nuevo Herald

Erick Rodríguez, de 9 años

A Carlos Capera, de 9 años, lo inspiró la infancia del héroe: "Yo era un niño totalmente diferente, porque en esos tiempos no había televisión porque no había electricidad. Entonces yo solamente escribía poemas".

Ana María García, de 9 años, leyó un fragmento de su composición por el sistema de intercomunicador de la escuela: "Me sentí muy triste cuando supe que tenía que seguir las órdenes de España. Pensé que Cuba se merecía dirigir su propio destino. Me pusieron en la cárcel por escribir mis poemas y artículos sobre la libertad pero no me importó. Seguí escribiendo y escribiendo".

PETER PORTILLA / El Nuevo Herald

Nancy Figueroa, de 8 años

En varias composiciones se mencionaban obras de Martí y lugares que ahora llevan su nombre.

Vinny García, alumno de 9 años, escribió: "Hay un edificio con mi nombre en La Habana, Cuba. El edificio es de 450 pies de altura. Un día espero que Cuba sea libre".

La mayoría de los alumnos de la escuela intermedia José Martí, en el 5701 de la calle 24 del Oeste, conoce en detalle vida y obra del prócer.

Pero lo que más admira a Pedro Gloria, de 14 años, natural de Colombia, es que fue "una de las personas que en realidad murió para algo, por una razón, y eso es muy importante".

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Commis, Nancy. "Language and Affect: Bilingual Students At Home and At School." Language Arts, January 1989, pp.29-43.

Fiala, Barbara. "Spotting Classroom Drama." (Primary English Notes) Primary English Teaching Association, Rozelle, Australia, 1979, p.7.

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Honig, A. S. "Prosocial Development in Children." Young Children, May 1982, pp.51-62.

Kay, Marilyn. "Overcoming Passive Behavior." Academic Therapy, September 1986, pp.35-39.

Kelly, Lynne. "Implementing a Skills Training Program for Recitent Communicators." Communication Education, April 1989, pp.85-101.

Lewis, Francione N. and Jane Marigold. "Children's World View: The Basis For Learning Activities." Responsive Multicultural Basic Skills Handbook For Teachers and Parents. Far West Lab for Educational Research and Development, San Francisco, California, 1981, p.225.

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Oken-Wright, Pamela. "Show-and-Tell Grows Up." Young Children, January 1988, pp.52-58.

Prusank, Diane T. "Communication Apprehension and Academic Achievement Among Elementary School Students." Paper presented at the Annual Meeting of the International Communication Association, 37th, Montreal, Quebec, Canada, May 1987.

Rito, Gary and Barbara Moller. "Teaching Enrichment Activities for Minorities: T.E.A.M. For Success." Journal of Negro Education, Spring 1989, p.212.

Schwartz, Marn. "Connecting to Language Through Story." Language Arts, October 1987, pp.603-611.

Sincoff, Julie and Robert Sternberg. "Development of Verbal Fluency Abilities and Strategies in Elementary School-Age Children." Developmental Psychology, September 1988, pp.646-653.

Soares, Anthony T. The Self-Perception Inventory Test Manual. University of Bridgeport, Connecticut, 1985.

Annotated Bibliography

Babladelis, G . The Study of Personality. New York: Holt, Rinehart and Winston, 1984.

This book discusses the study of the self and personality. It describes what creates a person's personality and the variables involved in this process.

Cassanova, Ursula. "Are Schools Hampering Language Competency?" Instructor, 1988, pp. 13 - 15.

This article states that students understand what they are taught only by their limited experience. Therefore, they need to express their understanding in their own words by use of open-ended questions and small discussion groups for effective communication to take place.

Cliff, E. Reading, Writing and Self-Esteem. New Jersey: Prentice Hall, Inc., 1982.

This book points out many teaching strategies for building self-esteem through reading and writing. It provides suggestions for a variety of activities for elementary school children.

Commis, Nancy. "Language and Affect: Bilingual Students At Home and At School." Language Arts, 1989, pp. 29-43.

This article points out the problems educators

have in improving schooling for low - income and minority students. It discusses the importance of interaction between the language and culture at home and that of the school. Students will feel valued and experience enhanced self-esteem if there is evidence of their home language and culture in the school environment.

Fiala, Barbara. "Spotting Classroom Drama." (Primary English Notes) Primary English Teaching Association, Rozelle, Australia, 1979, p. 7.

This teaching guide offers suggestions on classroom drama at the elementary level. It provides suggestions on learning across the curriculum, cognitive development and drama games. It also suggests activities that prepare children for improvisation, dance drama, scripts and performances, school drama festivals and plays.

Honea, J. M., Jr. "Wait-Time As an Instructional Variable: An Influence on Teacher and Student." Clearing House, 1982, pp. 167-70.

Most teachers wait only a few seconds for a response from a student before calling on someone else. This article tells the importance of waiting and providing "think" time for the student to respond. This ultimately helps to build self-esteem.

Honig, A. S. "Prosocial Development in Children." Young Children, 1982, pp. 51-62.

This article explains that verbal participation

requires taking a risk that not all children are ready to take. It tells how to motivate a child who has been discouraged from expressing one's self to receiving the attention and self-esteem that comes from participating.

Kay, Marilyn. "Overcoming Passive Behavior." Academic Therapy, 1986, pp. 35-39.

This article discusses passivity as a behavior problem that interferes with learning and states how to identify and deal with this problem. It lists strategies for the teacher as well as self-monitoring devices a teacher can use to obtain goals.

Kelly, Lynne. "Implementing a Skills Training Program For Reticent Communicator." Communication Education, 1989, pp. 85-101.

This article provides a describtion of a skills training program for reticent communicators. The purpose is to help students overcome communication fears and difficulties and to confront communication problems by setting and carrying out goals.

Lewis, Francione N. and Jane Marigold. "Children's World View: The Basis For Learning Activities." Responsive Multicultural Basic Skills Handbook For Teachers and Parents. Far West Lab for Educational Research and Development, San Francisco, California, 1981 p. 225.

This teaching guide includes strategies emphasizing skill development and incorporates content from a diver-

sity of cultural groups. It provides procedures for combining academic and multicultural learning activities and motivational activities that help students to integrate new information. The guide also includes activities that parents can participate in at school and provide at home.

Neer, Michael. "The Development of an Instrument to Measure Classroom Apprehension." Communication Education, 1987, pp. 154-156.

This journal article focuses on research centered on classroom management of apprehension. Potential difficulty for the communicatively apprehensive individual is class participation. Neer also dicusses seating arrangements, class size, and an instrument designed to identify level of apprehension during class discussion.

Oken-Wright, Pamela. "Show-and-Tell Grows Up." Young Children, 1988, pp. 52-58.

The main advantage to Show-and-Tell is the presence of an audience and the feedback that is essential for language development. This format provides for closure and evaluation, for clarification of feelings, a session for brainstorming and idea expansion. It provides the opportunity for children to feel powerful with language, and to gain experience in participating and sharing.

Prusank, Diane T. "Communication Apprehension and Academic Achievement Among Elementary School Students." Paper presented at the Annual Meeting of the International Communication Association, 37th, Montreal, Quebec, Canada, May 1987.

This study examined the relationship between communication apprehension and academic achievement among elementary students. The measure of apprehension was used to assess subjects' fears about communication in the elementary school environment. The results suggest that teachers learn to identify high apprehensive children and adopt strategies and techniques that encourage and reward them for participating in class.

Rito, Gary and Barbara Moller. "Teaching Enrichment Activities For Minorities: T.E.A.M. For Success." Journal of Negro Education, 1989. p. 212.

This article explains the purpose for creating the T.E.A.M. Program and the emphasis being on language development, visual-motor performance and higher level thinking skills. It describes the impact of the program on participants SAT scores and the progress of the program after a four year period.

Schwartz, Mar. "Connecting to Language Through Story." Language Arts, 1987, pp. 603-611.

This article describes a method for building self-esteem in language class through storytelling. It explains how to expose students to an exciting feeling

of using language powerfully by choosing the right story, using various media and learning by performing and sharing.

Sincoff, Julie and Robert Sternberg. "Development of Verbal Fluency Abilities and Strategies in Elementary School-Age Children." Developmental Psychology, 1988, pp. 646-653.

This article describes a study of two experiments designed to examine children's abilities and strategies for verbal fluency. The effects of strategy selection and implementation, grade and gender as an influence on children's verbal fluency skills are discussed.

Soares, Anthony T. The Self-Perception Inventory Test Manual. University of Bridgeport, Connecticut, 1985.

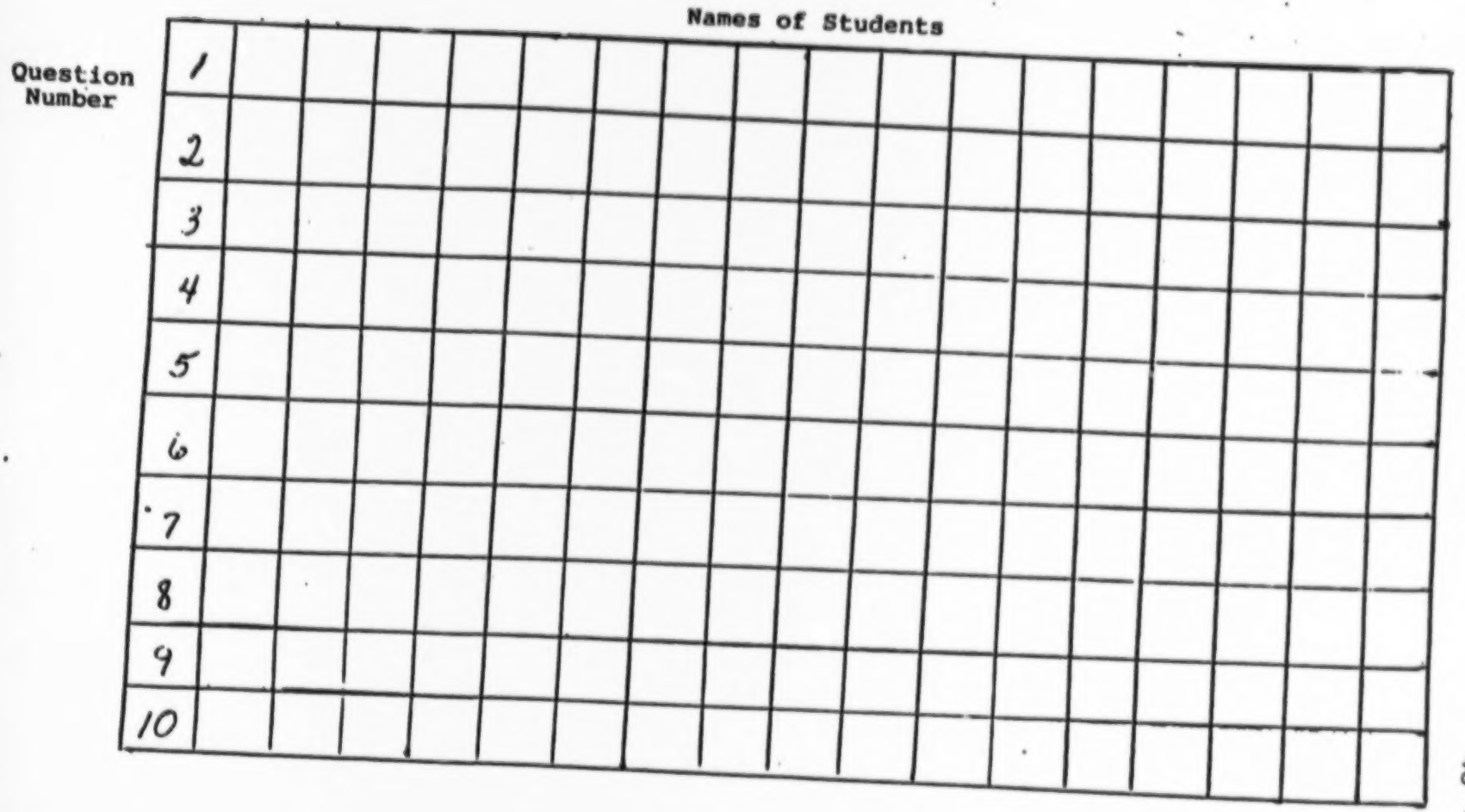
This test manual describes the test form, the purpose of the instrument, technical information, interpretation of test scores and theoretical foundations.

Appendix A

Student Tally of Participation

Appendix A

Student Tally of Participation



Appendix B

Self-Concept Questionnaire

1. When I know an answer to a question, I raise my hand to tell the answer.

   never sometimes always

2. When the class is discussing a topic, I like to tell what I am thinking.

   never sometimes always

3. When I wake up in the morning, I look forward to coming to school.

   never sometimes always

4. When I am working in a small group, I like to share my thoughts and opinions.

   never sometimes always

5. I would rather sit in the _____ of the class.

   front back doesn't matter

6. I like to talk in front of the class.

   yes no

7. I don't like to talk in front of the class, but I do it anyway.

   yes no

8. I like to do school work in _____.

   small groups by myself

9. I like the room arranged in _____.

   rows tables horseshoe

10. I am happiest in school when

11. I am nervous in school when

12. The thing that makes me the angriest in school is

13. I feel most peaceful and calm in school when

14. When I play at home, I would prefer to play

by myself play with friends it depends

15. If someone is bothering me, I

tell someone keep it to myself

16. If I was a cat and a dog barked at me, I would

run away scream back

17. I am an important member of my family

yes no

18. My family listens to me and cares how I feel

yes no

19. When I am in a room with a lot of people I like to

stay by myself be the center of attention

walk around and talk to people

20. If I were in a play, I would like to be

the star one of the performers the stage hand

Appendix C

Self-Concept Checklist

1. I feel happy most of the time. yes no
2. My family likes me. yes no
3. I like the way I look. yes no
4. My friends like me. yes no
5. My teacher thinks I try in school. yes no
6. I feel like I am an important person. yes no
7. I feel comfortable in school with the class. yes no
8. People like to hear what I have to say. yes no
9. I like to share my opinions. yes no
10. I am proud of myself and my accomplishments. yes no

Appendix D

Reaction Sheet

Name _____ Date _____

1. Did you get to know someone better this past month?

2. What was the major thing you learned about yourself this month?

3. How could this month have been better?

4. What decision will you make to improve yourself or your circumstances?

S P I
Form SC

Appendix E

Self-Perception Inventory Test

55

Age/Grade: _____

Sex: _____ Name/Number: _____

Self-Perception Inventory

SELF CONCEPT

We are all different in the ways we think about ourselves. There is nobody else like you in all the world. What kind of person do you think you are right now? Give a picture of yourself, as you think you are now, by placing a check in one of the four spaces on the line between the sentences. Each space tells how well the words agree with how you look at yourself as a person.

Example:

I am strong. ____:_✓_:_____:_____ I am weak.

very strong	more strong than weak	more weak than strong	very weak

Look at the words at both ends of the line before you decide where to place your check. Work quickly; mark whatever you feel first, since your first answer is likely to be the best. Put only one check on each line between the sentences. Remember: there are no right or wrong answers--only answers which best show you as a person.

---

(1)	I am masculine.	____:_____:_____:_____	I am feminine. (1)
(2)	I don't mind changes.	____:_____:_____:_____	I don't like things to change. (2)
(3)	I stick up for my rights.	____:_____:_____:_____	I give up easily. (3)
(4)	I think of others.	____:_____:_____:_____	I think only of myself. (4)
(5)	I do well in school work.	____:_____:_____:_____	I do poorly in school work. (5)
(6)	I am relaxed.	____:_____:_____:_____	I am nervous. (6)
(7)	I think before I do anything.	____:_____:_____:_____	I do things without thinking. (7)
(8)	I stand on my own two feet.	____:_____:_____:_____	I go along with the gang. (8)

(9)	I am a happy person.	I am not a happy person.	(9)
(10)	I can wait for things.	I want things right away.	(10)
(11)	I am sure of myself.	I am not sure of myself.	(11)
(12)	I make friends easily.	I do not make friends easily.	(12)
(13)	I like people as they are.	I find fault with people.	(13)
(14)	I can take it when people say bad things to me.	I am easily hurt when people say bad things to me.	(14)
(15)	I trust people.	I don't trust people.	(15)
(16)	I am satisfied with myself.	I feel sorry for myself.	(16)
(17)	I am kind to people.	I hurt people.	(17)
(18)	I am not afraid of things.	I am afraid of things.	(18)
(19)	I like to work with others.	I don't like to work with others.	(19)
(20)	I'm somebody.	I'm nobody.	(20)

(Did you put a check on each line?)

Attachment

Teacher Handbook

for

Increasing Verbal Participation and Self-Concept Through Teaching Across the Curriculum

Linda A. Wolfe

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Introduction

This handbook addresses the problem of low verbal participation and its relationship to the self-concept. The handbook explains why a lack of verbal participation and a low self-concept is a problem, how to identify the problem, and activities for raising both verbal participation and self-concept. The information given is based on this writer's practicum report for Nova University titled Increasing Verbal Participation and Self-Concept Through Teaching Across the Curriculum.

The practicum participants were in an above average achieving third grade class but lacked in verbal participation and experienced a low self-concept. The target group of 25 students engaged in a specialized program for 10 weeks to increase the levels of these areas. The strategies were designed to include objectives from the school district's balanced curriculum in the areas of science, social studies and expressive language. The practicum action resulted in higher levels of verbal participation and self-concept by the participants.

Self-Concept and Verbal Participation

A good self-concept is the foundation of a secure and happy life. People need confidence in themselves and their abilities in order to feel accomplished and to maintain a positive self-concept. A good self-concept is the building block of verbal participation. Therefore, it is important for the teacher to develop strategies to help raise the students' self-concepts.

Verbal communication is a major tool needed not only within the school environment but in all areas of life. One must communicate one's wants and feelings in order to have one's needs met. A person needs to experience praise, feedback, and criticism in order to reach his full potential. A student who does not participate verbally is not experiencing the socialization process fully, nor is the student experiencing the feeling of self-worth that comes from belonging to a group. Furthermore, verbal abilities are often considered as a factor of intelligence. Therefore, verbal ability is a crucial academic skill.

Very often a quiet student is thought of as a "good" student -- one without problems. As long as the student is producing passing grades, turning in homework and

not disturbing others, the teacher is very often satisfied. Actually, the silent student often becomes "invisible" and may develop little rapor with the or classmates. A problem exists when the non-participating student is not being recognized as needing help. The child will then continue to lack assistance in an area that requires strengthening.

By building the self-concept which increases verbal participation and verbal abilities, some of the students will also build better attitudes, improve conduct and grades, and develop a cooperative learning style. The students will be better equipped to interact with peers both within and without of the school environment, and roles as important members in their individual households will be improved.

Identification

One way to identify students with low verbal participation or low self-concept is to administer a tally of participation (see Appendix A) measured by voluntary hand raising, voluntary contribution to class discussions, voluntary participation in small group activities and volunteering to come before the entire class for an activity.

A questionnaire may be given to the class to determine their feelings and attitudes (see Appendix B), or a checklist may be administered (see Appendix C). Another method of identification is to compare the students test scores with their level of participation to see if there is a discrepancy. High scores but low participation would indicate that the student knows the information, but is unwilling to verbally share the information. Teacher observation is critical. Look for children who do not ask questions, resist making choices and have poor eye contact.

Activities

The following are some specific activities and projects that are designed to increase levels of verbal participation and self-concept through inclusion of the existing objectives in the curriculum.

Working in small groups increases verbal participation and strengthens self-concept by having the opportunity to participate in a 1:5 setting rather than a 1:25 setting. Teacher oriented strategies such as longer wait time for answers, deferring judgment, giving praise, and providing a warm and secure environment can be employed.

Opportunities to speak for a variety of purposes can be given daily in the form of Show-and-Tell, storytelling, expressive language activities and by asking open-ended questions. The following are examples: Describe... Compare... Explain why... In your own words, tell... What caused... How will this affect... Suggest ways to... Why is... Give some examples of... What would happen if... Is it accurate and why... Why is it important... What are the chances that... How many ways can you think of to...

Social Studies

Objectives:

Write a speech or report intended for oral presentation.

The student will describe the environment in which he lives.

The student will master grade level map and globe skills.

Objectives: Standards of Excellence

The student will use information acquisition processing techniques as associated with history and the various social sciences.

The students will use maps, globes, and other models to interpret spacial relationships.

The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

Purpose:

The students will engage in a social studies project to instill pride, to build the self-concept by feeling important through learning about one's heritage, and to have many and varied opportunities in practicing verbal abilities in small groups.

Activity 1

Assign a research paper on the student's country of birth or family's roots to be read orally to the class.

Activity 2

Each student draws a flag of the country being studied including the student's name and picture. These are displayed on a bulletin board around a world map. Strings are attached from each flag to the country of origin.

Activity 3

Each student verbally compares the birth country to the United States. They discuss traditions,foods, holidays, etc.

Activity 4

The class has a food tasting party bringing in a traditional food from the country being studied and sharing it with the class. The foods are labled and the students explain the ingredients and the foods normally eaten with it.

Activity 5

The students dress in traditional costumes, sing traditional songs, and perform dances. They bring in articles of interest from their country.

Activity 6

The students identify a country that they would like to visit, find it on the map and explain the reasons for their choice.

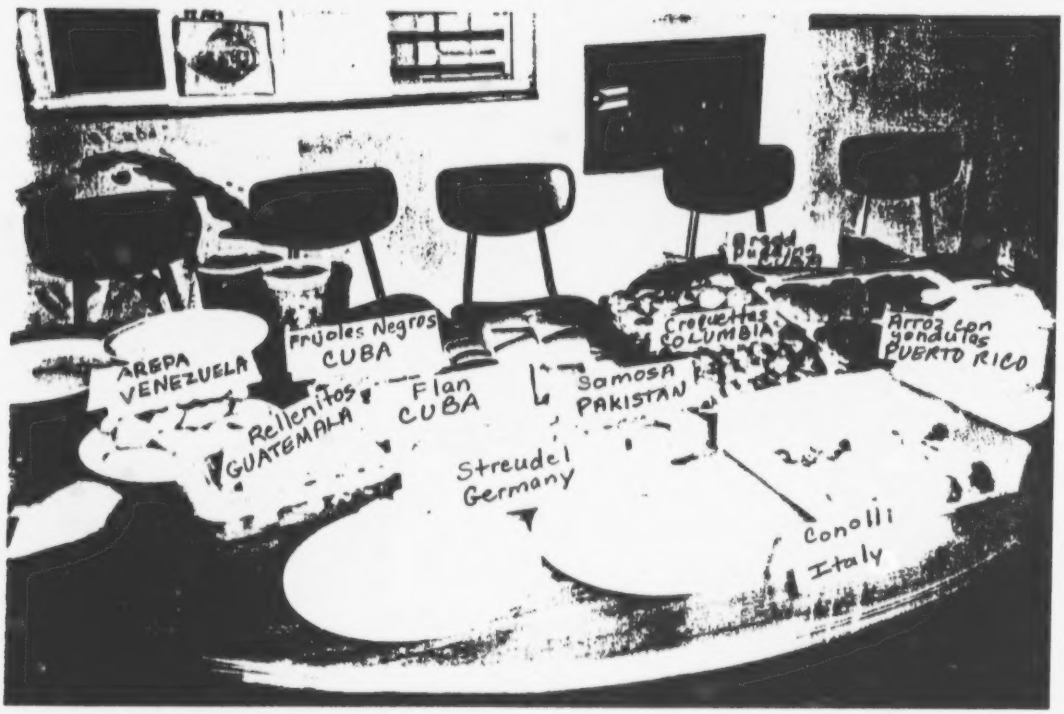
Activity 7

Groups of 5 plan a skit or puppet show representing the counties of their choice.

Activity 8

The groups perform their skits and puppet shows.

Social Studies Project



Food Tasting Party

Science

Objectives:

Use the basic process skills as tools for scientific investigation.

Use basic process skills as tools for problem solving in science.

Objectives: Standards of Excellence

Write a description of an experiment which uses the scientific method.

Apply appropriate questions when a problem is stated.

Manipulate scientific materials and equipment appropriate for the grade level

Construct a hypothesis from information given.

Purpose:

The purpose of the science groups to be described is to promote communication skills by providing the students more chances to speak in a 1:5 setting. Also, the self-concept will strenghen due to gaining confidence by being in a leadership role.

Groups of 5 students work together in science groups to conduct an experiment. Each student is assigned a different role and all role assignments are rotated weekly to give each student the opportunity to carry out different tasks and to be the leader.

1. The leader receives instructions from the teacher, organizes the group, and answers questions for the group.

2. The materials coordinator reads the materials list with instrctions, passes out materials to the group and arranges materials according to instructions.

3. The scribe takes notes and reports results to the class.

4. The hypothesis coordinator is responsible for stating the hypothesis to the group after group discussion.

5. The conclusion coordinator is responsible for stating the conclusion of the experiment after group discussion.

Working Cooperatively in Small Groups

Expressive Language

Objectives:

Listen to and read a variety of old and new books and stories including tales from countries around the world.

Compare and contrast characters and incidents in stories of different origins.

Compose a fanciful story or an original fable.

Participate in oral reading.

Objectives: Standards of Excellence

Collaborate with others in making editorial decisions

Use dialogue effectively.

Write a play, individually or cooperatively.

Purpose:

Through expressive language the students will increase verbal participation by taking part in varied and high interest activities, and will build their self-concept as confidence rises from increased participation. Additionally, activities can be designed to facilitate good communication by teaching speech clarity, appropriate pitch and rhythmn, correct pronunciation, volume, body posture and eye contact.

Activity 1

Show-and-Tell is a good ice-breaker for shy children. Students can sit comfortable on the floor or arrange their seats in a circle in an informal manner. Each child can show the others something of interest while practicing good speaking skills.

Activity 2

Boundary breaking is a helpful way for students to get to know each other better while learning to express themselves verbally. The leader asks one question and the students, sitting in a circle, take turns answering. Examples of questions: If you could be a character in any book, who would you be and why? If you could only keep 3 things that you own,what would they be and why? What animal is most like your personality?

Activity 3

Storytelling is an activity that can incorporate the whole class by having a student begin a story while each student adds and builds to the story. Use of sound effects, facial expressions and good communication skills can be stressed.

Activity 4

Small group storytelling in groups of 5 enables each student to verbalize more frequently. Groups can make up their own stories or retell one they already know. Groups can then perform for each other.

Activity 5

Individual storytelling enables the child who is building confidence to use verbal skills for a large audience. Volunteers can tell a story using expression, eye contact and good volume which will further enhance their self-concept.

Activity 6

Debating is a method of promoting good communication skills. Teams are formed and each team discusses strategies for building their side of the issue to be debated. A set time is given for each team to present their argument and then the class votes as to which team they agree. An example for a debate is whether or not animals should be used for medical research.

Activity 7

Interviewing promotes verbal participation and can include the entire class at one time. Pair the students

making one the interviewer and the other the one to be interviewed. Examples: After reading biographies, students can become reporters and interview famous people. Students can pretend they are animals being interviewed about their life. Students can become characters from books and be interviewed about their feelings about that character or how they wished the story ended.

Activity 8

Choral readings give the opportunity for students to perform in unison which gives added strength to the shy child.

Activity 9

Poetry readings give the opportunity to speak with emotion and expression. Students can read a variety of poems silently and choose one to read to the class. Music can be added to create mood and props can be made to enhance the presentation.

Activity 10

After reading a familiar story to the class, the students can dramatize the story using good communication skills. Video-taping a performance adds to building a good self-concept and is an excellent tool for self-evaluation.

Expressing Surprise and Anger

Annotated Bibliography

Babladelis, G . The Study of Personality. New York: Holt, Rinehart and Winston, 1984.

This book discusses the study of the self and personality. It describes what creates a person's personality and the variables involved in this process.

Cassanova, Ursula. "Are Schools Hampering Language Competency?" Instructor, 1988, pp. 13 - 15.

This article states that students understand what they are taught only by their limited experience. Therefore, they need to express their understanding in their own words by use of open-ended questions and small discussion groups for effective communication to take place.

Cliff, E. Reading, Writing and Self-Esteem. New Jersey: Prentice Hall, Inc., 1982.

This book points out many teaching strategies for building self-esteem through reading and writing. It provides suggestions for a variety of activities for elementary school children.

Commis, Nancy. "Language and Affect: Bilingual Students At Home and At School." Language Arts, 1989, pp. 29-43.

This article points out the problems educators

have in improving schooling for low - income and minority students. It discusses the importance of interaction between the language and culture at home and that of the school. Students will feel valued and experience enhanced self-esteem if there is evidence of their home language and culture in the school environment.

Fiala, Barbara. "Spotting Classroom Drama." (Primary English Notes) Primary English Teaching Association, Rozelle, Australia, 1979, p. 7.

This teaching guide offers suggestions on classroom drama at the elementary level. It provides suggestions on learning across the curriculum, cognitive development and drama games. It also suggests activities that prepare children for improvisation, dance drama, scripts and performances, school drama festivals and plays.

Honea, J. M., Jr. "Wait-Time As an Instructional Variable: An Influence on Teacher and Student." Clearing House, 1982, pp. 167-70.

Most teachers wait only a few seconds for a response from a student before calling on someone else. This article tells the importance of waiting and providing "think" time for the student to respond. This ultimately helps to build self-esteem.

Honig, A. S. "Prosocial Development in Children." Young Children, 1982, pp. 51-62.

This article explains that verbal participation

requires taking a risk that not all children are ready to take. It tells how to motivate a child who has been discouraged from expressing one's self to receiving the attention and self-esteem that comes from participating.

Kay, Marilyn. "Overcoming Passive Behavior." Academic Therapy, 1986, pp. 35-39.

This article discusses passivity as a behavior problem that interferes with learning and states how to identify and deal with this problem. It lists strategies for the teacher as well as self-monitoring devices a teacher can use to obtain goals.

Kelly, Lynne. "Implementing a Skills Training Program For Reticent Communicator." Communication Education, 1989, pp. 85-101.

This article provides a describtion of a skills training program for reticent communicators. The purpose is to help students overcome communication fears and difficulties and to confront communication problems by setting and carrying out goals.

Lewis, Francione N. and Jane Marigold. "Children's World View: The Basis For Learning Activities." Responsive Multicultural Basic Skills Handbook For Teachers and Parents. Far West Lab for Educational Research and Development, San Francisco, California, 1981 p. 225.

This teaching guide includes strategies emphasizing skill development and incorporates content from a diver-

sity of cultural groups. It provides procedures for combining academic and multicultural learning activities and motivational activities that help students to integrate new information. The guide also includes activities that parents can participate in at school and provide at home.

Neer, Michael. "The Development of an Instrument to Measure Classroom Apprehension." Communication Education, 1987, pp. 154-156.

This journal article focuses on research centered on classroom management of apprehension. Potential difficulty for the communicatively apprehensive individual is class participation. Neer also dicusses seating arrangements, class size, and an instrument designed to identify level of apprehension during class discussion.

Oken-Wright, Pamela. "Show-and-Tell Grows Up." Young Children, 1988, pp. 52-58.

The main advantage to Show-and-Tell is the presence of an audience and the feedback that is essential for language development. This format provides for closure and evaluation, for clarification of feelings, a session for brainstorming and idea expansion. It provides the opportunity for children to feel powerful with language, and to gain experience in participating and sharing.

Prusank, Diane T. "Communication Apprehension and Academic Achievement Among Elementary School Students." Paper presented at the Annual Meeting of the International Communication Association, 37th, Montreal, Quebec, Canada, May 1987.

This study examined the relationship between communication apprehension and academic achievement among elementary students. The measure of apprehension was used to assess subjects' fears about communication in the elementary school environment. The results suggest that teachers learn to identify high apprehensive children and adopt strategies and techniques that encourage and reward them for participating in class.

Rito, Gary and Barbara Moller. "Teaching Enrichment Activities For Minorities: T.E.A.M. For Success." Journal of Negro Education, 1989. p. 212.

This article explains the purpose for creating the T.E.A.M. Program and the emphasis being on language development, visual-motor performance and higher level thinking skills. It describes the impact of the program on participants SAT scores and the progress of the program after a four year period.

Schwartz, Mar. "Connecting to Language Through Story." Language Arts, 1987, pp. 603-611.

This article describes a method for building self-esteem in language class through storytelling. It explains how to expose students to an exciting feeling

of using language powerfully by choosing the right story, using various media and learning by performing and sharing.

Sincoff, Julie and Robert Sternberg. "Development of Verbal Fluency Abilities and Strategies in Elementary School-Age Children." Developmental Psychology, 1988, pp. 646-653.

This article describes a study of two experiments designed to examine children's abilities and strategies for verbal fluency. The effects of strategy selection and implementation, grade and gender as an influence on children's verbal fluency skills are discussed.

Soares, Anthony T. The Self-Perception Inventory Test Manual. University of Bridgeport, Connecticut, 1985.

This test manual describes the test form, the purpose of the instrument, technical information, interpretation of test scores and theoretical foundations.

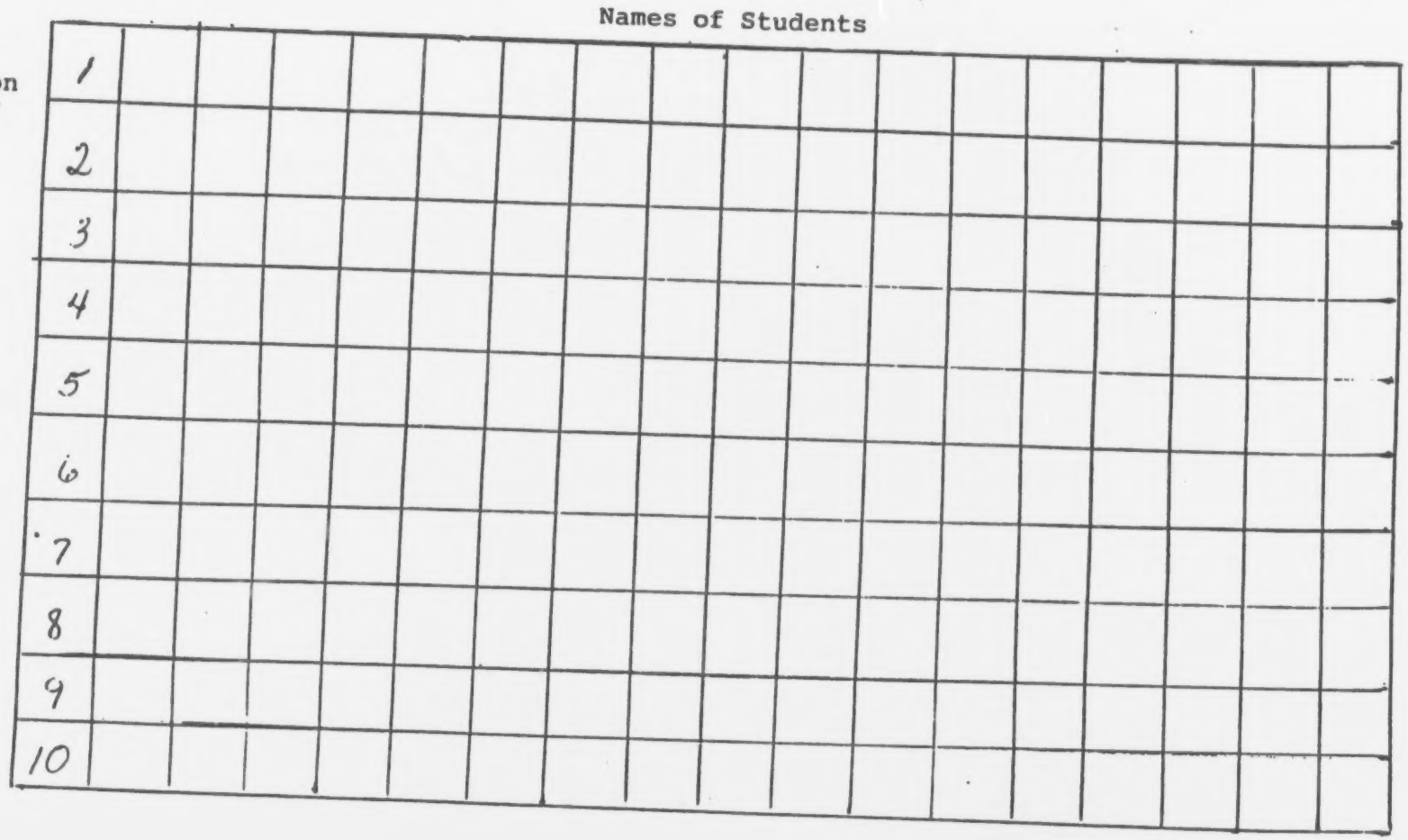
Appendices

Appendix A

Student Tally of Participation

Appendix A

Student Tally of Participation



Appendix B

Self-Concept Questionnaire

1. When I know an answer to a question, I raise my hand to tell the answer.

   never sometimes always

2. When the class is discussing a topic, I like to tell what I am thinking.

   never sometimes always

3. When I wake up in the morning, I look forward to coming to school.

   never sometimes always

4. When I am working in a small group, I like to share my thoughts and opinions.

   never sometimes always

5. I would rather sit in the _____ of the class.

   front back doesn't matter

6. I like to talk in front of the class.

   yes no

7. I don't like to talk in front of the class, but I do it anyway.

   yes no

8. I like to do school work in _____.

   small groups by myself

9. I like the room arranged in _____.

   rows tables horseshoe

10. I am happiest in school when

11. I am nervous in school when

12. The thing that makes me the angriest in school is

13. I feel most peaceful and calm in school when

14. When I play at home, I would prefer to play

by myself play with friends it depends

15. If someone is bothering me, I

tell someone keep it to myself

16. If I was a cat and a dog barked at me, I would

run away scream back

17. I am an important member of my family

yes no

18. My family listens to me and cares how I feel

yes no

19. When I am in a room with a lot of people I like to

stay by myself be the center of attention

walk around and talk to people

20. If I were in a play, I would like to be

the star one of the performers the stage hand

Appendix C

Self-Concept Checklist

1. I feel happy most of the time. yes no
2. My family likes me. yes no
3. I like the way I look. yes no
4. My friends like me. yes no
5. My teacher thinks I try in school. yes no
6. I feel like I am an important person. yes no
7. I feel comfortable in school with the class. yes no
8. People like to hear what I have to say. yes no
9. I like to share my opinions. yes no
10. I am proud of myself and my accomplishments. yes no

Appendix D

Reaction Sheet

Name _____ Date _____

1. Did you get to know someone better this past month?

2. What was the major thing you learned about yourself this month?

3. How could this month have been better?

4. What decision will you make to improve yourself or your circumstances?

S P I
Form SC

Appendix E

Self-Perception Inventory Test

Age/Grade: _____

Sex: _____ Name/Number: _____

Self-Perception Inventory

SELF CONCEPT

We are all different in the ways we think about ourselves. There is nobody else like you in all the world. What kind of person do you think you are right now? Give a picture of yourself, as you think you are now, by placing a check in one of the four spaces on the line between the sentences. Each space tells how well the words agree with how you look at yourself as a person.

Example:

I am strong. ____:_✓_:_____:_____ I am weak.

very strong	more strong than weak	more weak than strong	very weak

Look at the words at both ends of the line before you decide where to place your check. Work quickly; mark whatever you feel first, since your first answer is likely to be the best. Put only one check on each line between the sentences. Remember: there are no right or wrong answers--only answers which best show you as a person.

---

(1) I am masculine. _____:_____:_____:_____ I am feminine. (1)

(2) I don't mind changes. _____:_____:_____:_____ I don't like things to change. (2)

(3) I stick up for my rights. _____:_____:_____:_____ I give up easily. (3)

(4) I think of others. _____:_____:_____:_____ I think only of myself. (4)

(5) I do well in school work. _____:_____:_____:_____ I do poorly in school work. (5)

(6) I am relaxed. _____:_____:_____:_____ I am nervous. (6)

(7) I think before I do anything. _____:_____:_____:_____ I do things without thinking. (7)

(8) I stand on my own two feet. _____:_____:_____:_____ I go along with the gang. (8)

(9)	I am a happy person.	:	:	:	I am not a happy person.	(9)
(10)	I can wait for things.	:	:	:	I want things right away.	(10)
(11)	I am sure of myself.	:	:	:	I am not sure of myself.	(11)
(12)	I make friends easily.	:	:	:	I do not make friends easily.	(12)
(13)	I like people as they are.	:	:	:	I find fault with people.	(13)
(14)	I can take it when people say bad things to me.	:	:	:	I am easily hurt when people say bad things to me.	(14)
(15)	I trust people.	:	:	:	I don't trust people.	(15)
(16)	I am satisfied with myself.	:	:	:	I feel sorry for myself.	(16)
(17)	I am kind to people.	:	:	:	I hurt people.	(17)
(18)	I am not afraid of things.	:	:	:	I am afraid of things.	(18)
(19)	I like to work with others.	:	:	:	I don't like to work with others.	(19)
(20)	I'm somebody.	:	:	:	I'm nobody.	(20)

(Did you put a check on each line?)

SUMMARY: Appreciating Myself

A symbol that describes me:

I appreciate myself

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

What I like about my appearance:

Healthful foods I eat often:

I generally feel:

- ☐ healthy
- ☐ unhealthy

Three positive words that describe me:

I feel proud when:

What I like about my personality:

Name

Date

The Strong Me

1. In school my best subject is _____.

2. The game or sport I play best is _____.

3. My friends think I am great at _____.

   _____.

4. I know someone who is proud of me! That someone is

   _____ (name). _____ (She or He) is proud

   of me because I _____.

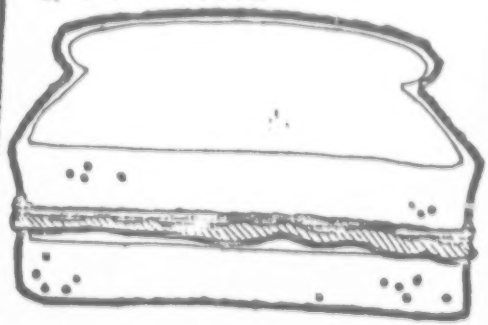
5. These are the people I help: _____

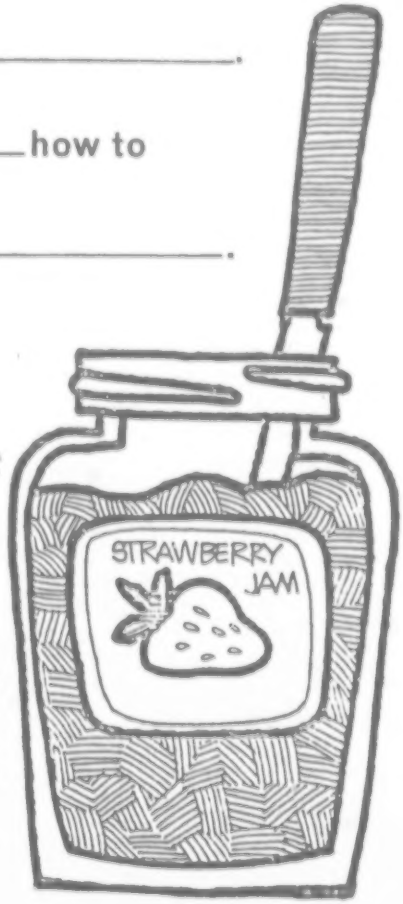
   _____.

6. I can show _____ (name) how to

   _____.

I can show my little sister Amy how to make a sandwich.





I AM SPECIAL
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Name _____

Someone Special

(Pick someone in your family to tell about: your mother, father, grandmother, grandfather, aunt, or uncle.)

1. His/Her name is _____.

2. He/She helps me do these things: _____

   _____

   _____.

3. He/She is special to me because _____

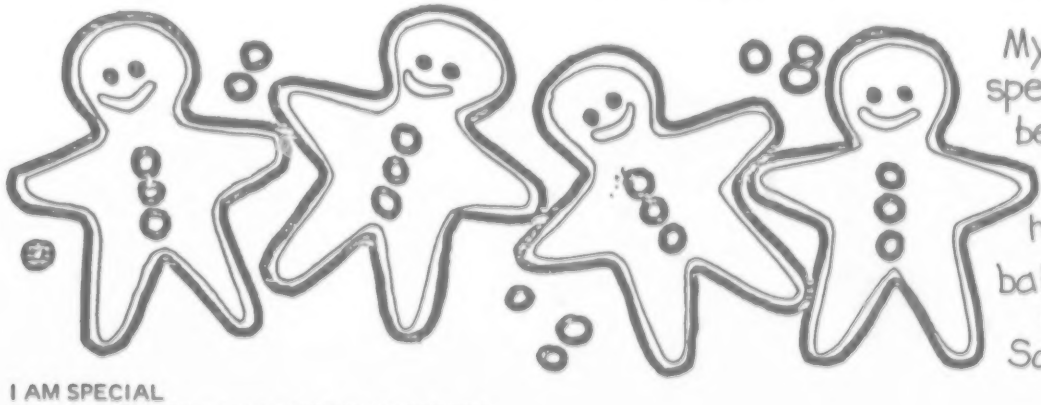
   _____.

4. I like to go _____ with him/her.

5. His/Her favorites:

   Food _____ Book _____

   Hobby _____ T.V. Show _____



My aunt is special to me because she lets me help her bake cookies every Saturday.

I AM SPECIAL
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Name _____

Brothers and Sisters

1. I have a sister named _____ Age _____

_____ Age _____

_____ Age _____

2. I have a brother named _____ Age _____

_____ Age _____

_____ Age _____

3. Two things I enjoy doing with my brothers and sisters are:

_____

_____.

4. Brothers and sisters are fun because _____

_____.

5. Brothers and sisters are not so fun because _____

_____.

6. I don't have any brothers or sisters. This is the name of

my friend who is like a brother _____. This is

the name of my friend who is like a sister _____.

7. The best part about being an only child is _____

_____.

I AM SPECIAL
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Name _____

My Friend Flag

Picture 1 shows me with my best friends.
Picture 2 shows something my friends and I enjoy doing together.
Picture 3 shows one thing my friends and I like to talk about.
Picture 4 shows something my friends and I pretend we are.

1.	2.
3.	4.

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Name _____

My Many Feelings

I have many feelings.

1. One time I felt very sad when _____

_____.

2. One time I felt very silly when _____

_____.

3. One time I felt very scared when _____

_____.

4. One time I felt very important when _____

_____.

Here is a picture of the time I felt very important....

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